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006.50 Reading Specialist

006.50A Grade Levels: ~~PKre-kindergarten through grade 12, K-8, and 7-12.~~

006.50B Endorsement Type: Subject.

006.50C Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students ~~in pre-kindergarten through grade 12.~~

006.50D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level.

006.50D1 Additional Requirements: An applicant for this endorsement shall have a regular teaching certificate and two years of teaching experience.

006.50E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.

Through the course ~~work~~ identified in ~~its plan, the institution should prepare prospective teachers to:~~ this document, reading specialist candidates will meet the following standards, based on the International Reading Association (IRA) Standards for Reading Professionals (2010):

- ~~A. Demonstrate knowledge and understanding of the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards from grade one through grade twelve;~~
- ~~B. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction, including being able to refer to major theories in the foundational areas as they relate to reading. Candidates can explain, compare, contrast, and critique the theories;~~
- ~~C. Demonstrate knowledge of reading research and histories of reading, including being able to recognize, summarize, and analyze seminal research studies and the~~

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~~history of reading methods and materials. Candidates are able to articulate how teaching practices relate to reading research;~~

- ~~D. Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity, including being able to identify, explain, compare, and contrast the theories and research in the areas of language development and cultural and linguistic diversity, as they relate to reading instruction;~~
- ~~E. Demonstrate knowledge of the major components of reading (including phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in effective reading, including being able to identify students' strengths and needs in integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading. Candidates can articulate the research that grounds their practice and recommendations;~~
- ~~F. Use instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes, including being able to support classroom teachers and paraprofessionals in the use of instructional grouping options. Candidates are able to help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students;~~
- ~~G. Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds, including being able to support classroom teachers and paraprofessionals in these areas. Candidates are able to coach teachers in the selection and use of appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching;~~
- ~~H. Evaluate and use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds, including being able to:
 - ~~1. Support classroom teachers and paraprofessionals in the use of a wide range of appropriate curriculum materials; and~~
 - ~~2. Assist teachers in identifying, selecting, and demonstrating evidence-based practices for use with students at all instructional levels.~~~~
- ~~I. Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools, and being able to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Candidates are able to demonstrate appropriate use of assessments in~~

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- ~~their practice, and they can train certified personnel to administer and interpret these assessments;~~
- ~~J. Place students along a developmental continuum and identify students' proficiencies and difficulties, including being able to:~~
- ~~1. Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. Candidates are able to recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services; and~~
 - ~~2. Support the classroom teacher in the assessment of individual students. Candidates are able to extend the assessment to further determine proficiencies and difficulties for appropriate services.~~
- ~~K. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds, including being able to:~~
- ~~1. Analyze, compare, contrast and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle; and~~
 - ~~2. Assist the classroom teacher in using assessment to plan instruction for all students. Candidates are able to use in-depth assessment information to plan individual instruction for diverse readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.~~
- ~~L. Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, public officials, community, etc.), including being able to:~~
- ~~1. Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.~~
 - ~~2. Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).~~
- ~~M. Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program, including being able to:~~
- ~~1. Assist certified personnel and paraprofessionals in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.~~

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- ~~2. Use technology to gather and to use this information in instructional planning. Candidates can articulate the research base that grounds their practice.~~
- ~~N. Select and use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds, including being able to assist certified personnel in their selection and use. Candidates can articulate the research that grounds their practice.~~
- ~~O. Model reading and writing as valued lifelong activities, including being able to:~~
- ~~1. Read aloud enthusiastically and fluently when reading to students;~~
 - ~~2. Model and share the use of reading and writing for real purposes in daily life. Candidates are able to use think-alouds to demonstrate good reading and writing strategies; and~~
 - ~~3. Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Candidates are able to assist teachers and paraprofessionals to model reading and writing as valued lifelong activities and articulate the research that supports this.~~
- ~~P. Motivate learners to be lifelong readers, including being able to use methods to effectively revise instructional plans to motivate all students. Candidates are able to assist certified personnel in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.~~
- ~~Q. Display positive dispositions related to reading and the teaching of reading, including being able to:~~
- ~~1. Articulate the importance of collaborating with families, colleagues, and communities to support students' learning; and~~
 - ~~2. Articulate the theories related to the connections between the ethical and caring attitudes of teachers' dispositions and student achievement.~~
- ~~R. Continue to pursue the development of professional knowledge and dispositions, including being able to:~~
- ~~1. Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. Candidates are able to plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policymaking bodies; and~~
 - ~~2. Conduct professional study groups for certified and paraprofessional personnel along with assisting them in identifying, planning, and implementing professional development. Candidates are advocates for the advancement of the professional research base and the expansion of knowledge-based practices.~~

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- ~~S. Work with colleagues to observe, evaluate, model, and provide feedback collaboratively, including being able to:~~
- ~~1. Demonstrate interpersonal, consultative, and program management skills for coordination of professional development in literacy education.~~
 - ~~2. Provide positive and constructive assistance to certified personnel and paraprofessionals through observation, modeling, feedback, and resource materials.~~
- ~~T. Participate in, initiate, implement, and evaluate professional development programs, including being able to exhibit leadership skills in professional development. Candidates are able to plan, implement, and evaluate professional development efforts at the grade, school, and/or district levels. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.~~

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of this standard set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge. Expectations are founded on the concept of a profession as both a technical and moral enterprise, that is, competent performance for the betterment of society.

- Element 1. Candidates will understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence may include, but is not limited to:
- Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts;
 - Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests);
 - Demonstrate a critical stance toward the scholarship of the profession;
 - Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical);

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- E. Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English;
- Element 2. Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. Evidence that demonstrates competence may include, but is not limited to:
- A. Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers;
 - B. Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education;
- Element 3. Candidates will understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. Evidence that demonstrates competence may include, but is not limited to:
- A. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals; and
 - B. Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.
- Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing as defined in the Nebraska Language Arts Standards.** The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.
- Element 1. Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence may include, but is not limited to:
- A. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K-12 students;
 - B. Develop and/or implement the curriculum to meet the specific needs of students who struggle with reading;

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- Element 1. Candidates understand types of assessments and their purposes, strengths, and limitations. Evidence that demonstrates competence may include, but is not limited to:
- A. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses;
 - B. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes;
 - C. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity); and
 - D. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
- Element 2. Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. Evidence that demonstrates competence may include, but is not limited to:
- A. Administer and interpret appropriate assessments for all students, especially those who struggle with reading and writing;
 - B. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students; and
 - C. Lead school-wide or larger scale analyses to select assessment tools that provide a systematic framework for assessing the reading, writing, and language growth of all students.
- Element 3. Candidates use assessment information to plan and evaluate instruction. Evidence that demonstrates competence may include, but is not limited to:
- A. Use multiple data sources to analyze individual readers' performances and to plan instruction and intervention;
 - B. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction;
 - C. Lead teachers in analyzing and using classroom, individual, grade-level, and school-wide assessment data to make instructional decisions; and
 - D. Plan and evaluate professional development initiatives using assessment data.
- Element 4. Candidates communicate results and implications to a variety of audiences. Evidence that demonstrates competence may include, but is not limited to:
- A. Analyze and effectively report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.

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Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. The Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured in elements such as race, ethnicity, class, gender, religion, and language. This standard is grounded in a set of principles and understandings that reflect a vision for a democratic and just society and inform the effective preparation of reading professionals.

- Element 1. Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. Evidence that demonstrates competence may include, but is not limited to:
- A. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing;
 - B. Assist teachers in developing reading and writing instruction that is responsive to diversity;
 - C. Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development; and
 - D. Engage the school community in conversations about research on diversity and how diversity impacts reading and writing developments.
- Element 2. Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the dynamics of diversity. Evidence that demonstrates competence may include, but is not limited to:
- A. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity;
 - B. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning;
 - C. Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds;
 - D. Collaborate with others to build strong home-to-school and school-to-home literacy connections; and
 - E. Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

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Element 3. Candidates develop and implement strategies to advocate for equity. Evidence that demonstrates competence may include, but is not limited to:

- A. Provide students with linguistic, academic, and cultural experiences that link their communities with the school;
- B. Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups;
- C. Demonstrate how issues of inequity and opportunities for social justice, activism and resiliency can be incorporated into the literacy curriculum; and
- D. Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. The Literate Environment Standard focuses on the need for candidates to synthesize their foundational knowledge about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students' traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

Element 1. Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. Evidence that demonstrates competence may include, but is not limited to:

- A. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same; and
- B. Modify the arrangements to accommodate students' changing needs.

Element 2. Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. Evidence that demonstrates competence may include, but is not limited to:

- A. Create supportive social environments for all students, especially those who struggle with reading and writing;

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- B. Model for and support teachers and other professionals in doing the same for all students; and
 - C. Create supportive environments where English learners are encouraged and provided with many opportunities to use English.
- Element 3. Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). Evidence that demonstrates competence may include, but is not limited to:
- A. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources;
 - B. Create effective routines for all students, especially those who struggle with reading and writing; and
 - C. Support teachers in doing the same for all readers.
- Element 4. Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. Evidence that demonstrates competence may include, but is not limited to:
- A. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing; and
 - B. Support teachers in doing the same for all students.
- Standard 6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.** The Professional Learning and Leadership Standard is based on a commitment by all reading professionals to lifelong learning. Professionals learn in many different ways, for example, individual learning through activities such as reading, pursuing advanced degrees, and attending professional meetings. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. Also, learning is often collaborative and occurs in the workplace through grade-level meetings, academic team meetings, workshops, study groups, and so forth.
- Element 1. Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change. Evidence that demonstrates competence may include, but is not limited to:
- A. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals;

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- B. Use knowledge of students and teachers to build effective professional development programs; and
 - C. Use the research base to assist in building an effective, school-wide professional development program.
- Element 2. Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Evidence that demonstrates competence may include, but is not limited to:
- A. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community;
 - B. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians;
 - C. Join and participate in professional literacy organizations, symposia, conferences, and workshops;
 - D. Demonstrate effective interpersonal communication and leadership skills; and
 - E. Demonstrate effective use of technology for improving student learning.
- Element 3. Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Evidence that demonstrates competence may include, but is not limited to:
- A. Collaborate in, lead, and evaluate professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning);
 - B. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings; and
 - C. Support teachers in their efforts to use technology in literacy assessment and instruction.
- Element 4. Candidates understand and influence local, state, or national policy decisions. Evidence that demonstrates competence may include, but is not limited to:
- A. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction;

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- B. Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts;
- C. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members; and
- D. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

7/15/11 Work Group:

Shelley Erikson
Kim Snyder
Stacy Stambaugh
Janell Uffelman
Kathy Wilson

NDE Staff:

Pat Madsen
Karen Buller
Marge Harouff

Language Arts Ad Hoc 6/24/11:

Julie Barger
Sarah Brown
Shelley Erikson
Lynn Fuller
Clark Kolterman
Jodi Kupper
Alinda Stelk
Cinde Wendell

Alan Bone
Lana Danielson
Kathy Fuchser
Nancy Huston
Martha Kruse
Kim Snyder
Tyler Thompson
Kathy Wilson

NDE Staff:

Sharon Katt
Marge Harouff
Pat Madsen
Kevin Peters

Karen Buller
Marlene Beiermann
Tricia Parker